

### History Substantive Knowledge Progression

	Autumn	Spring	Summer
<b>EYFS</b>	<p><b>Early Learners</b>            I know who is in my family            I know who was born before me and who was born after            I know what I am doing now and what I did last</p> <p><b>Nursery</b>            I know the terminology of today, yesterday, last week            I know my family has history and that some people were born a long time before me            I know that some celebrations that we take part in started a long time ago</p> <p><b>Reception</b>            I know that people around me have specific jobs to do and that some of these jobs happened in the past too. I know that some people who have done important things are remembered and celebrated at certain times of the year            I know that the place I live is constantly changing and can use photos and other evidence to make simple oral comparisons            I know that stories can be set in different times and have a beginning, middle and an end.</p>		
<b>Year 1</b>	<p><b>How is my history different to yours?</b></p> <ul style="list-style-type: none"> <li>- To know when they were born and how many years ago that was</li> <li>- To know when significant events in their life happened e.g. losing a tooth, a younger sibling being born, vaccinations, first day of school, going into lockdown (COVID)</li> <li>- To know their teacher was born before them</li> <li>- To compare their history with their teacher's</li> </ul>	<p><b>Did the Titanic change the way people travel?</b></p> <ul style="list-style-type: none"> <li>- To know RMS Titanic was the most impressive and luxurious ship of her time.</li> <li>- To know she was built by the White Star line company</li> <li>- To know she was the biggest, measuring 28 metres wide, 53 metres tall and 269 metres long.</li> <li>- To know RMS stands for 'Royal Mail Steamer'. As well as passengers, the ship carried nearly 3500 sacks of letters, packages and documents.</li> <li>- To know there were over 2,200 people on board Titanic, 900 of which were crew members.</li> <li>- To know there were three classes of travel- First, second and Third class</li> <li>- On 10th April 1912, Titanic set out on her maiden voyage taking people from Southampton, England, to New York, USA.</li> <li>- RMS Titanic sank after it crashed into an iceberg</li> <li>- The wreck of the Titanic lies off the seabed of the coast of Newfoundland, USA</li> <li>- 1496 people died and 705 people survived</li> </ul>	<p><b>Why did the Great Fire of London start and why hasn't it happened since?</b></p> <ul style="list-style-type: none"> <li>- To know the GFoL happened in 1666, 2<sup>nd</sup> September</li> <li>- To know that it started in a Baker's shop where Thomas Farriner was the baker</li> <li>- To know it spread very quickly because of what London looked like and was made from and how inefficient the fire engines were</li> <li>- To know how we know about the GFoL today eg diaries- Samuel Peplys and records of building architects- Christopher Wren, paintings</li> <li>- To know the plague 1665 was halted by the GFoL and why</li> <li>- To know how we could have prevented the fire and how London was rebuilt more safely with landmarks we can see today</li> <li>- To know that the fire is celebrated with a monument</li> </ul>

		<p><b>Is Florence Nightingale more important than Edith Cavell and Mary Seacole?</b></p> <ul style="list-style-type: none"> <li>- To know Florence Nightingale was born in Italy in 1820 and migrated to Istanbul/ Turkey (Constantinople) for work in the Crimean War</li> <li>- To know she is famous for improving conditions in hospitals through looking at death rates and sanitation</li> <li>- To know she was known as the ‘Lady with the lamp’ by patients</li> <li>- To know she died of old age</li> <li>- To know Mary Seacole was born in 1805 in Kingston, Jamaica to a mother who was a doctor</li> <li>- To know she migrated to Panama and then the Crimea (Ukraine) to work in the war as a nurse. She paid for herself to get to the War, as she was turned down by the Authorities and Florence Nightingale because she was black.</li> <li>- To know she died of old age</li> <li>- To know Edith Cavell was born in 1865 in Norfolk, England.</li> <li>- To know she was a Nurse, migrating to Brussels in Belgium to work co- setting up a nursing school in Belgium.</li> <li>- To know in WW1 the school of nursing became a Red cross hospital and she treated injured men on both sides of the war. She also helped Allied soldiers escape with money, new ID and secret passwords.</li> <li>- To know she was killed for her work.</li> <li>- What is similar and what is different between all those individuals?</li> <li>- What impact did these individuals have on the way things are today?</li> </ul>	
<p><b>Year 2</b></p>	<p><b>Did Victorian Children lead the same type of life that we do now?</b></p> <ul style="list-style-type: none"> <li>- To know the Victorian era was a period when Queen Victoria reigned 1837-1901 (Florence</li> </ul>	<p><b>Who was ‘The Father of the Railways’ and was he really significant?</b></p> <ul style="list-style-type: none"> <li>- To know George Stephenson was a British civil engineer and is known as Father of the Railways</li> </ul>	<p><b>Was Grace Darling brave and did people like her lead to the launch of the RNLI?</b></p> <ul style="list-style-type: none"> <li>- To know Grace Darling was born in Bamburgh on 24<sup>th</sup> November 1815.</li> </ul>

	<p>Nightingale received her medal from this Queen)</p> <ul style="list-style-type: none"> <li>- To know children in the Victorian era lived a life differently to themselves</li> <li>- To know there was a divide between wealthy children and poor children and their opportunities</li> <li>- To know some children lived in (or were born in) workhouses and what these were</li> <li>- To understand some of the jobs that Victorian poor children had to undertake e.g. Textile factories, slate mines, coal mines, selling matches, shoe polishes and chimney sweeps etc</li> <li>- To know what children experienced at school and draw comparisons and similarities to today (including wealthy children having a Governess)</li> <li>- To know what playground games and activities children took part in – hopscotch, hoop rolling etc</li> </ul>	<ul style="list-style-type: none"> <li>- To know George Stephenson lived 1781-1848 and was born in Northumberland from humble beginnings</li> <li>- know he played a key role in the building of the railways in the industrial revolution</li> <li>- To know his most famous locomotive engine is Stephenson’s Rocket</li> <li>- To know why changes in railways and trains were important for industry and the NE</li> </ul>	<ul style="list-style-type: none"> <li>- To know they moved to Brownsman Island in the Farne Islands where dad was a lighthouse keeper</li> <li>- To know they moved to Longstone Island (Farne Islands).</li> <li>- To know what life was like living in a lighthouse</li> <li>- To know Grace Darling is most remembered for her role in rescuing survivors from a ship called the Forfarshire on 7th September 1838.</li> <li>- To know they were both rewarded with a silver medal for bravery from RNLI. She was also given a gold medal by the Royal Humane Society in Alnwick Castle and received £50 from Queen Victoria.</li> <li>- To know Grace Darling died from tuberculosis on 20th October 1842, at the age of 27 years old.</li> <li>- To know the first lifeboat was created in 1785 but RNLI vision wasn’t born until 4<sup>th</sup> March 1824 (William Hillary), even then it didn’t get mass backing.</li> <li>- To know Zetland was the longest serving and oldest lifeboat serving out of Redcar – a large rowing boat.</li> </ul>
<p><b>Year 3</b></p>	<p><b>How did mining affect the people of Sunderland?</b></p> <ul style="list-style-type: none"> <li>- To know what we use coal for now and in the past</li> <li>- To know that there is evidence to suggest the Romans burned and excavated coal in the North East region</li> <li>- To know in 1215, coal began to be traded in areas of Scotland and the north-east England, where the coal was exposed on the seashore, and thus became known as "sea coal". (used for industry, too dirty for domestic use)</li> <li>- To know in 1228, sea coal from the north-east was being taken to London</li> <li>- To know Newcastle Sunderland rivalry started in 1609, when Sunderland exported 14,700 tons of</li> </ul>	<p><b>Who were the most advanced, Stone Age or Iron Age?</b></p> <ul style="list-style-type: none"> <li>- Know that the numbers seem to get smaller in ‘BC’ and bigger in ‘AD’ To know the earliest hunter gatherers came to Britain from Europe around 450,000BC</li> <li>- To know that the tools were made from natural resources</li> <li>- Know that they migrate from place to place in order to stay safe and warm, according to the time of year.</li> <li>- Be able to identify the differences in homes from the Palaeolithic, Mesolithic and Neolithic times.</li> </ul>	<p><b>Were Ancient Egyptians influencers of technology?</b></p> <ul style="list-style-type: none"> <li>- To know Ancient Egypt was a civilization (on the African continent) that spanned more than 4000 years (5500 BC-30BCE)</li> <li>- To know they explained the world through their 2000 gods (mummification and afterlife)</li> <li>- To know Pharaohs ruled, were seen as Gods/half Gods</li> <li>- To know how the death of Cleopatra VII brought an end to what historians class as the Ancient Egyptian times, paving a new way for how Egypt continued on after 30BCE</li> <li>- To know why Pyramids and tombs were built as extravagant burial sights for the Pharaohs,</li> </ul>

	<p>coal a year and the Newcastle merchants had felt threatened enough to petition the king and order a levy. By the mid 1600s, Sunderland was certainly a major rival to Newcastle.</p> <ul style="list-style-type: none"> <li>- To know the most important and busiest early coal mines of the region were along the banks of the Tyne where seams were shallow and easily mined.</li> <li>- To know what collieries, shafts and mines looked like (shallow 'bell' pits/ 'drift') and what life was like for the miners</li> <li>- To know Monkwearmouth Pit was the deepest coal mine in the world!</li> <li>- To know George Stephenson influenced the building of railways to move coals directly from the mines to the ports e.g. In 1822, Hetton Colliery Railway was opened to link collieries with staiths on the riverside at Bishopwearmouth. (eliminating animal power)</li> <li>- To know one of the worst pit disasters of the period was at Seaham in 1880 (164 men plus 181 pit ponies)</li> <li>- To know most mines closed in 1980s and 90s due to exhausted seams, high prices and cheap imports. (the mining industry disappeared almost completely, despite the militant protests of some miners) ('93 Monkwearmouth closed)</li> </ul>	<ul style="list-style-type: none"> <li>- Know why Skara Brae was important for understanding life in the Stone Age</li> <li>- Know that when people began to farm it meant they didn't have to migrate and began to settle in small groups.</li> <li>- Know the Bronze Age lasted from approximately <b>2500BC to 800BC</b> Know how the discovery of bronze affected the lives of early people and how it affects life today.</li> <li>- Explain how life was different from the Stone Age (tools, homes, goods, clothing) Understand how people traded goods in the Bronze Age</li> <li>- Know the Iron Age lasted from approximately 800BC to AD43 Know that the Iron Age (Celts) followed the Bronze Age and took its name from the iron that was being used for tools, weapons and technology at the time</li> </ul>	<p>including Temples, using slave labour to construct them all by hand</p> <ul style="list-style-type: none"> <li>- To know how Egypt was built around the banks of the River Nile, which allowed them to farm, fish and progress through its yearly cycle of inundation, creating a highly-fertile soil</li> <li>- To know they used Hieroglyphs, the first system of writing, established around 3500 BCE by only a few educated and important citizens; they used ink and papyrus paper and documented their stories of the gods; much of what we know is from writings that have been discovered</li> <li>- To know Egyptian engineers were responsible for inventing machines to help with irrigation, such as ploughs, shadufs, early forms of drainage and sewers, also ramps and levers helped with the building of pyramids and the sphinx statues that still stand. In 1500BC carts were invented and used for transportation.</li> <li>- To compare lifestyles of different people in society</li> </ul>
<p><b>Year 4</b></p>	<p><b>What impact did the Roman Empire have on Britain?</b></p> <ul style="list-style-type: none"> <li>- Know when the Romans invaded Britain (Firstly 54-55BC Julius Caesar and then AD43 Emperor Claudius)</li> <li>- Know whether the native Britons (Celts) welcomed or resisted them and why (Know the role of Queen Boudicca)</li> <li>- Know the Romans invaded Scotland too and why</li> </ul>	<p><b>Did the Anglo-Saxons invade or migrate?</b></p> <ul style="list-style-type: none"> <li>- Know when the Anglo Saxons 'invaded/migrated to Britain 401AD to 1066AD</li> <li>- Know where they came from Germany and Scandinavia</li> <li>- Know that the Roman withdrawal contributed to Anglo-Saxon settlement through migration.</li> <li>- Know Anglo-Saxon life was different for different groups of people.</li> </ul>	<p><b>Did the Vikings invade or migrate?</b></p> <ul style="list-style-type: none"> <li>- To know the Viking age was AD700 to 1100</li> <li>- To know they travelled from Norway, Denmark and Sweden and how they travelled</li> <li>- To know where they settled across the UK.</li> <li>- To know the Vikings were traders, silver, spice, silk, wine jewellery, glass and pottery</li> <li>- To know not all Vikings were blood thirsty warriors (farmers, metal work and wooden carvings)</li> </ul>

	<ul style="list-style-type: none"> <li>- Know how the Roman army was built and operated</li> <li>- Know the Romans influenced the culture of the people already in Britain through comparing life as it was with life under new leadership</li> <li>- Know what everyday life for Romans was like (culture, food, buildings, inventions, religions)</li> <li>- Know what the legacy of the Roman settling is for modern day Britons</li> </ul>	<ul style="list-style-type: none"> <li>- Know why the Anglo-Saxons settled in Britain.</li> <li>- Know how Britain changed with the Anglo-Saxon settlement.</li> <li>- Know Anglo-Saxon Britain was different to Roman life</li> <li>- Know what religious beliefs were before the spread of Christianity and how the spread of Christianity impacted Britain.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the struggle between the Anglo Saxons and the Vikings, Alfred the Great in AD878 beating the Vikings in Wessex but not driving them out</li> <li>- To understand the Vikings were Pagans and what this means (looting of monasteries and the famous Lindisfarne attack in Northumbria AD793)</li> <li>- To know how Archaeology is a major source of evidence</li> </ul>
<p><b>Year 5</b></p>	<p><b>Were the Ancient Greeks ahead of their time?</b></p> <ul style="list-style-type: none"> <li>- To know when this period took place, 2500 years ago 800BCE- 146BC</li> <li>- To know where the Greeks lived, Italy, Sicily, Turkey, N Africa and as far west as France</li> <li>- To know they travelled to find new lands and traded</li> <li>- To know Greece was divided into city states eg Athens, Sparta, Corinth and Olympia and that each had it's own rules, laws and governments (Like UK, E,I, S,W)</li> <li>- To know city states fought each other but joined together to fight bigger armies eg Persian Empire and know what war ships and battle tools looked like</li> <li>- To know the Olympics were started by the Greeks and where and draw similarities and differences to the Olympic games in their memory (Medal/wreaths, marathon race, training in gymnasiums, sporting v sacrifice, team kit v no clothes, no married women v inclusion etc)</li> <li>- To know what daily life was like in Ancient Greece- farming, fishing, trade, temples, open air theatres</li> <li>- To know what homes looked like for the rich and poor</li> <li>- To know what Greek fashion was like</li> </ul>	<p><b>Did the Windrush generation change Britain forever?</b></p> <ul style="list-style-type: none"> <li>- To know HMT Empire Windrush landed on 22/6/48 and Windrush continued until 1971</li> <li>- To know about the Immigration Act in 1971</li> <li>- To know the Windrush was mainly migration from the Caribbean</li> <li>- To know Notting Hill carnival started to celebrate diversity caused by Windrush</li> <li>- To know why the Windrush occurred, post war UK need for repair</li> <li>- To know how Windrush contributed to NHS</li> <li>- To know how life changed in Britain because of migration</li> </ul>	<p><b>Should Women in History have had to campaign for their rights?</b></p> <ul style="list-style-type: none"> <li>- To know WSPU formed in 1903 by Emmeline Pankhurst</li> <li>- To know why the 'Cat and Mouse' Act in 1913 was significant following arson and bombing attacks</li> <li>- To know Emily Davison died in 1913 at Epsom and why</li> <li>- To know that during the war and post war the role of women changed significantly with the Suffragette leaders encouraging War participation for women</li> <li>- To know in 1918 The Representation of the People Act is passed, allowing women over 30 and women over 21 who were married to a property owner.</li> <li>- To know in 1928 The Equal Franchise Act is passed which gives equal voting rights to men and women. All adults over the age of 21 can vote.</li> <li>- To know in 1970 The Equal Pay Act is passed which makes it illegal for women to be paid less than men for doing the same work.</li> <li>- To know in 1975 The Sex Discrimination Act is passed making it illegal to discriminate on the bases of gender.</li> </ul>

	<ul style="list-style-type: none"> <li>- To know what games/toys Greek children played/with</li> <li>- To know about legacy eg the alphabet originated in Greece, medicine developed through Hippocrates, Sappho wrote poetry, Herodotus used eye witness reports to report History, Socrates and Plato were philosophers, Aristotle studied plants, animals and rocks</li> </ul>		<ul style="list-style-type: none"> <li>- To know who some of the most famous women in the world are? What are they famous for?</li> </ul>
<p><b>Year 6</b></p>	<p><b>How did Conflict in WW2 change the lives for people who lived in Britain at that time?</b></p> <ul style="list-style-type: none"> <li>- Know when WW2 took place 1939-1945</li> <li>- Know why it started (Hitler, land and power)</li> <li>- Know who the Allies (Britain, France, Russia, China and US) and the Axis (Germany, Italy and Japan) were</li> <li>- Know how women's lives were affected</li> <li>- Know how children's lives were affected</li> <li>- Know how men were conscripted</li> <li>- Know how industry changed in GB</li> <li>- Know about the Blitz and the impact on London</li> <li>- Know what happened at D Day and the impact on lives going forward</li> </ul>	<p><b>In the 15<sup>th</sup> and 16<sup>th</sup> Century many women were accused of being witches... were they really?</b></p> <ul style="list-style-type: none"> <li>- To know Parliament passed a Witchcraft Bill in 1542, repealed and then reinstated in 1562</li> <li>- To know that in the 16<sup>th</sup> and 17<sup>th</sup> century people in Newcastle were sentenced to death, suspected of the crime of witchcraft (Townmoor witchcraft trials 1650)</li> <li>- To know this was happening all over the world, not just in Newcastle</li> <li>- To know witches were 'tested' of their crimes using equipment that was 'fake' eg The witch pricking needle</li> <li>- To know what 'witchcraft crimes' they had apparently committed eg using herbal medicine, harming each other and livestock, consorting with the devil, sudden death of a child, poor harvest, ill fortune etc</li> <li>- To know how the 'witches' were caught and tortured</li> <li>- To know how the witches were killed and what happened after death</li> </ul>	<p><b>Presentation project: Choose a significant individual from History. Convince us that they are THE most significant individual of ALL time</b></p> <ul style="list-style-type: none"> <li>- Draw on knowledge from across KS1 and 2 and exploit their own interests</li> <li>- Use research skills</li> <li>- Exploit sources and evidence</li> <li>- Enhance careers aspirations</li> <li>- Present information in a style individual to them, utilising knowledge of how we teach and present history</li> </ul>